

Increasing the Supply of Qualified High School Teachers for Dual Enrollment Programs:

*An Overview of State and
Regional Accreditor Policies*

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POLICY REPORT
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KEY INSIGHTS

- ▶ Dual enrollment programs, including concurrent enrollment, allow high school students to take college courses, usually for both high school and college credit. Courses may be taught by postsecondary faculty or high school instructors approved by the partnering postsecondary institution. States encourage such programs as part of their strategies to decrease the student-borne cost of postsecondary education and increase students' postsecondary aspirations, readiness and success.
- ▶ In the last decade, growth in the number and breadth of dual enrollment courses has resulted in concerns about the quality of such coursework and its transferability to and among postsecondary institutions. Of great concern are the qualifications of high school teachers certified by partnering institutions to teach such courses.
- ▶ Eight policy themes were identified in the national analysis pertaining to instructor qualifications, with four addressing the level of qualifications and four addressing the authority under which the levels of qualifications are set and/or approved. Policies pertaining to the level of instructor qualifications referenced equivalent faculty qualifications, a master's degree, graduate credit requirements, and other requirements. Policies pertaining to the authority under which qualifications are set and/or approved referenced regional accreditors, the National Association of Concurrent Enrollment Partnerships, K-12 and postsecondary system boards, and institutions.
- ▶ The Higher Learning Commission (HLC) requires that dual enrollment instructors of non-occupational courses possess a master's degree in the content area being taught or a master's degree in another field with at least 18 graduate credit hours in the relevant content area. The sole possession of a Master of Education degree without regard to the discipline of the dual credit course is not evidence of faculty qualification.
- ▶ According to HLC, tested experience can complement or substitute for an earned credential when determining faculty qualifications. However, a sole reliance on students' classroom achievement as tested experience is not sufficient evidence of faculty qualification.
- ▶ Seven types of state strategies were identified for increasing the supply of qualified high school teachers: (1) providing general program support; (2) offering financial aid for high school instructors to complete graduate credits; (3) incentivizing professional development through teacher bonuses; (4) increasing awareness of graduate program options; (5) requiring state reporting of teachers attending training and support programs; (6) employing tested experience models; and (7) utilizing alternative course delivery models to facilitate the completion of graduate credits.

INCREASING THE SUPPLY OF QUALIFIED HIGH SCHOOL TEACHERS FOR DUAL ENROLLMENT PROGRAMS: AN OVERVIEW OF STATE AND REGIONAL ACCREDITOR POLICIES

As dual enrollment programs continue to expand, a critical challenge is to ensure that the quality of such courses offered by high school instructors is equivalent to the quality of courses taught by college faculty. Standards for faculty qualifications have historically constituted one facet of efforts to regulate educational quality and have recently come under increasing scrutiny by state policymakers and some accrediting bodies. For example, the Higher Learning Commission (HLC), the largest of the regional accreditors, refined its policy language in 2015 pertaining to the qualifications of faculty and, consequently, the qualifications of dual enrollment instructors. HLC underscored its requirement that dual enrollment instructors possess a master's degree in the content area being taught or a master's degree in another field with at least 18 graduate credit hours in the relevant content area. States, institutions, and school districts suddenly found themselves with a significant proportion of their dual enrollment teaching force that was under-credentialed.

This report seeks to inform state policy for increasing the supply of high school instructors who are qualified to teach in dual enrollment programs. First, a brief definition of dual enrollment is provided. Second, results are presented from a content analysis of state policies for dual enrollment instructor qualifications. Third, the faculty qualification policies of regional accreditation organizations are compared with a particular emphasis on the Higher Learning Commission and the Southern Association of Colleges and Schools. Fourth, several strategies are identified that aim to bolster graduate education programs and encourage teachers to complete relevant graduate coursework.

DEFINING DUAL ENROLLMENT

Dual enrollment or *dual credit* programs, including *concurrent enrollment*, allow high school students to enroll in courses that typically grant academic credit for both high school and college coursework. Dual enrollment programs are primarily intended to improve the academic preparedness of college-bound students, reduce the cost of completing a postsecondary credential, and decrease the amount of time required to attain a postsecondary credential after high school graduation. Past research has demonstrated that dual enrollment programs are effective in promoting college enrollment and degree completion,

particularly among students from socioeconomically-disadvantaged backgrounds.¹ The specific features of dual enrollment programs vary across states in relation to tuition, academic eligibility requirements, and the use of high school or college instructors, among other factors.²

STATE-LEVEL INSTRUCTOR QUALIFICATION POLICIES FOR DUAL ENROLLMENT PROGRAMS

Policy descriptions from the Education Commission of the States' Dual/Concurrent Enrollment state profiles were analyzed to identify common approaches to regulating instructor qualifications (see the Addendum for complete descriptions).³ As depicted in Table 1, results from a 50-state content analysis indicated that eight states did not have state-level policies in this domain, which in some cases was due to postsecondary courses largely being provided within degree-granting postsecondary institutions. Eight policy themes were identified in the national analysis pertaining to instructor qualifications, with four addressing the level of instructor qualifications and four addressing the authority under which the levels of such qualifications are set and/or approved.

Policies pertaining to the level of instructor qualifications

- **Graduate Credit Requirement:** Dual enrollment instructors must possess a certain number of graduate credit hours in the field in which they are teaching (8 states).
- **Master's Degree:** Dual enrollment instructors must possess a master's degree or higher (11 states).
- **Equivalent Faculty Qualifications:** Dual enrollment instructors must meet the same requirements as faculty at the participating postsecondary institution (22 states)
- **Other Requirements:** Other types of requirements were identified in 12 states. For example, criteria for qualifying Career and Technical Education (CTE) instructors are mentioned in state-level policies in eight states (CO, IL, KS, ME, MO, MS, OH, VA). Missouri requires faculty qualifications to align with the Higher Learning Commission's policy

TABLE 1. Content Analysis of State Dual Enrollment Policies for Instructor Qualifications

State	No State Policy	Qualification Level				Qualification Authority			
		Graduate Credit Requirement	Master's Degree	Equivalent Faculty Qualifications	Other	State Board	Regional Accreditor	NACEP	Institution
Alabama				X		X	X		
Alaska	X								
Arizona									X
Arkansas		X	X					X	X
California	X				X				
Colorado					X	X			X
Connecticut	X								
Delaware				X					
Florida				X			X		
Georgia	X								
Hawaii	X								
Idaho				X				X	
Illinois ¹		X	X	X	X				X
Indiana									X
Iowa				X					X
Kansas					X		X		
Kentucky						X			
Louisiana				X			X		
Maine					X				
Maryland				X					X
Massachusetts									X
Michigan ²									X
Minnesota								X	
Mississippi		X	X			X	X		X
Missouri		X	X	X	X		X		
Montana				X	X	X			
Nebraska ³			X	X	X				X
Nevada	X								
New Hampshire								X	
New Jersey			X						
New Mexico									X
New York	X								
North Carolina							X		
North Dakota			X	X					X
Ohio		X	X		X	X			
Oklahoma				X			X		
Oregon ⁴				X				X	
Pennsylvania				X					
Rhode Island				X					X
South Carolina							X		X
South Dakota ³		X	X	X				X	X
Tennessee									X
Texas		X	X	X		X	X		X
Utah				X	X	X			
Vermont									X
Virginia		X	X		X	X	X		X
Washington				X				X	
West Virginia				X					X
Wisconsin	X								
Wyoming				X	X				
Total	8	8	11	22	12	9	11	7	21

Note: This table reflects state policies adopted through March 31, 2018.

¹ In Illinois, dual credit instructors teaching credit-bearing college-level courses must meet the same academic credential requirements as faculty teaching on campus. However, the requirement for instructors to have a master's degree and 18 graduate credits in the subject area is only required for courses intended to transfer to higher education institutions.

² In Michigan dual enrollment instructors must meet equivalent standards of faculty hired in the postsecondary institutions to be eligible for supplemental payments for enrolled students.

³ In Nebraska and South Dakota, the graduate education requirements are guidelines or preferences.

⁴ In Oregon, two dual credit models, "Sponsored dual credit" and "Assessment-based learning credit," do not require high school instructors to have achieved a higher level of education.

but states that “institutions may, at their discretion, employ as a dual credit instructor in career and technical programs an individual with superior knowledge and tested experience in the discipline in which he/she is teaching, with knowledge and experience measurable through means such as documented experience working in the field, industry certification and years of experience in the field, documented recognition of excellence in teaching in the discipline, expertise validated through publications or wide critical and public acclaim, or through a nationally recognized rating of proficiency.” Kansas notes that instructors should meet the accreditor’s requirements or have “current industry-recognized credentials” plus “a minimum of 4,000 hours of working experience in the specific technical field.” Similarly, Illinois requires “2,000 hours of work experience and the appropriate recognizable credential depending on the specific field.” In some states, requirements note that all faculty qualification decisions must comport with relevant collective bargaining agreements (CA), reflect “National Standards” (ME), meet the requirements of specific dual credit instructional licenses (MT, NE), and allow for exceptions from qualifications rules when an instructor can demonstrate proficiency in the field s/he proposes to teach (WY).

Policies pertaining to the authority under which qualifications are set and/or approved

- **State Boards:** State policy confers authority to some type of state board for approval of dual enrollment instructor qualifications in nine states. The types of state boards specifically named include community college boards, boards of regents, and state boards of education.
- **Regional Accreditor-Approved Qualifications:** Dual enrollment instructor qualifications should align with requirements set by the relevant regional accreditation agencies (11 states).
- **National Association of Concurrent Enrollment Partnerships (NACEP) Approved Qualifications:** NACEP is the only national accreditor of concurrent enrollment programs. NACEP’s standards align with best practices and with the most ambitious of the regional accreditor standards. While some states such as Idaho have modeled dual enrollment instructor qualifications after those articulated in the NACEP standards, other states simply require dual enrollment instructor qualifications to align with NACEP

standards (7 states). Some states such as Missouri strongly encourage but do not require NACEP accreditation.

- **Institutions:** State policy explicitly delegates authority to postsecondary institutions for approving dual credit instructors in 21 states. At the institution, states leave the final decision about qualifications up to boards of trustees, chief academic officers and individual academic departments.

FACULTY QUALIFICATION POLICIES OF REGIONAL ACCREDITORS

Table 2 summarizes the faculty qualification policies of each regional accreditation organization. While the policies of all organizations generally note that institutions should employ faculty with appropriate qualifications, the Higher Learning Commission (HLC) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) explicate faculty qualifications in relation to a specific number of graduate credits in a relevant discipline.

- **HLC** states that “faculty teaching general education courses, or other non-occupational courses hold a master’s degree or higher in the discipline subfield. If a faculty member holds a master’s degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.” In the context of dual enrollment, HLC further noted that “the attainment of a Master of Education degree does not demonstrate a qualification to teach dual credit courses in a particular discipline unless it is demonstrated that the content of that faculty member’s Master of Education degree is sufficiently related to the discipline of the dual credit course.”
- **SACSCOC** recommends that when an institution uses faculty credentials to document qualifications, then “faculty teaching general education courses at the undergraduate level [should have a] doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).” However, “faculty teaching associate degree courses not designed for transfer to the baccalaureate degree [are required to possess a] bachelor’s degree

in the teaching discipline, or associate's degree and demonstrated competencies in the teaching discipline."

HLC and SACSCOC both emphasize that institutions typically use faculty credentials to demonstrate qualifications, but both associations allow other factors such as professional experience to be considered. According to HLC, "tested experience may substitute for an earned credential or portions thereof...This experience should be tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline which the faculty member would be teaching... Tested experience qualifications should be established for specific disciplines and programs and could include skill sets, types of certifications or additional credentials, and experiences." HLC clarified that "evidence of students' achievement, on its own, is not sufficient to demonstrate minimal qualifications."

Similarly, SACSCOC states that "when the qualifying credential aligns with the courses being taught, no justification is normally required as the credential speaks for itself, e.g. Ph.D. in English teaching English. However, if the Ph.D. is in Business Administration and the faculty member is teaching Accounting, then a written justification is normally necessary." SACSCOC clarified that "if a combination of traditional credentials and 'other' credentials is used, or if the 'other' qualifications only approach is used, then a portfolio approach for qualifications is suggested. This approach normally requires a careful and thorough justification that demonstrates the linkage between the various components of the portfolio of qualifications to the courses being taught."

TABLE 2. Faculty Qualification Policies of Regional Accreditors

Higher Learning Commission	<p>“Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. Faculty teaching general education courses, or other non-occupational courses hold a master’s degree or higher in the discipline subfield. If a faculty member holds a master’s degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach. Instructors teaching in graduate programs should hold the terminal degree determined by the discipline and have a record of research, scholarship, or achievement appropriate for the graduate program.” Source.</p> <p>“Tested experience may substitute for an earned credential or portions thereof. Assumed Practice B.2. allows an institution to determine that a faculty member is qualified based on experience that the institution determines is equivalent to the degree it would otherwise require for a faculty position. This experience should be tested experience in that it includes a breadth and depth of experience outside of the classroom in real-world situations relevant to the discipline which the faculty member would be teaching... In their policies on tested experience as a basis for hiring faculty members, institutions are encouraged to develop faculty hiring qualifications that outline a minimum threshold of experience and a system of evaluation. Tested experience qualifications should be established for specific disciplines and programs and could include skill sets, types of certifications or additional credentials, and experiences.”</p> <p>“HLC recognizes that many high school teachers possess tested experience beyond their years in the classroom that may account for content knowledge for the dual credit courses they may teach. These teachers may have gained relevant experience while working in other sectors or through professional development or other relevant experience that now informs their teaching. They may be active in professional organizations and learned societies through presentations and publications on topics relevant to the dual credit courses they may teach. In combination with other credentials and/or tested experience, they may be able to provide direct evidence of their students’ achievement on college-level tests that reflects a level of teaching and learning akin to a college classroom. However, evidence of students’ achievement, on its own, is not sufficient to demonstrate minimal qualifications. HLC also recognizes that dual credit faculty members who have obtained a Master of Education degree but not a master’s degree in a discipline such as English, Communications, History, Mathematics, etc., may have academic preparation to satisfy HLC’s expectations. In this context, the curricula of graduate degrees in the field of Education, when inclusive of graduate-level content in the discipline and methods courses that are specifically for the teaching of that discipline, satisfy HLC’s dual credit faculty expectations. In other words, the attainment of a Master of Education degree does not demonstrate a qualification to teach dual credit courses in a particular discipline unless it is demonstrated that the content of that faculty member’s Master of Education degree is sufficiently related to the discipline of the dual credit course.” Source.</p>
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TABLE 2. Faculty Qualification Policies of Regional Accreditors (continued)

Middle States Commission on Higher Education	<p>“Fundamental Elements of Faculty. An accredited institution is expected to possess or demonstrate the following attributes or activities: faculty and other professionals appropriately prepared and qualified for the positions they hold, with roles and responsibilities clearly defined, and sufficiently numerous to fulfill those roles appropriately; educational curricula designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified; faculty and other professionals, including teaching assistants, who demonstrate excellence in teaching and other activities, and who demonstrate continued professional growth; appropriate institutional support for the advancement and development of faculty, including teaching, research, scholarship, and service; recognition of appropriate linkages among scholarship, teaching, student learning, research, and service; published and implemented standards and procedures for all faculty and other professionals, for actions such as appointment, promotion, tenure, grievance, discipline and dismissal, based on principles of fairness with due regard for the rights of all persons; carefully articulated, equitable, and implemented procedures and criteria for reviewing all individuals who have responsibility for the educational program of the institution; criteria for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty consistent with those for full-time faculty; adherence to principles of academic freedom, within the context of institutional mission; and assessment of policies and procedures to ensure the use of qualified professionals to support the institution’s programs. Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.” Source.</p>
New England Association Commission on Institutions of Higher Education	<p>“6.3 The preparation and qualifications of all faculty and academic staff are appropriate to the nature of their assignments. Qualifications are measured by advanced degrees held, evidence of scholarship, advanced study, creative activities, and teaching abilities, as well as relevant professional experience, training, and credentials.”</p> <p>4.32 “The institution awarding a joint, dual, or concurrent degree demonstrates that the program is consistent with Commission policy and that the student learning outcomes meet the institution’s own standards and those of the Commission.” Source.</p>
Northwest Commission on Colleges and Universities	<p>“Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and contiguity of its academic programs, wherever offered and however delivered.” Source.</p>

TABLE 2. Faculty Qualification Policies of Regional Accreditors (continued)

Southern Association Commission on Colleges	<p>Comprehensive Standard 3.7.1: “The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.</p> <p>When an institution defines faculty qualifications using faculty credentials, institutions should use the following as credential guidelines:</p> <ol style="list-style-type: none"> 1. Faculty teaching general education courses at the undergraduate level: doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline). 2. Faculty teaching associate degree courses designed for transfer to a baccalaureate degree: doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline). 3. Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree: bachelor’s degree in the teaching discipline, or associate’s degree and demonstrated competencies in the teaching discipline. 4. Faculty teaching baccalaureate courses: doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline). 5. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline. 6. Graduate teaching assistants: master’s in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.” Approved: College Delegate Assembly, December 2006 Source. <p>Clarification: “Institutions are required to document and justify that each faculty member is qualified to teach assigned courses. Documentation and justification may be accomplished by using only traditional academic credentials, by using a combination of traditional academic credentials and “other” qualifications, or by using only “other” qualifications consistent with Comprehensive Standard 3.7.1, and reporting these on the Commission’s faculty roster form. In essence, the institution is called upon to “make its case” for why the faculty member is qualified to teach courses assigned.</p> <p>If the traditional academic credential approach is used, then following the Faculty Credential guidelines will prove very helpful. When the qualifying credential aligns with the courses being taught, no justification is normally required as the credential speaks for itself, e.g. Ph.D. in English teaching English. However, if the Ph.D. is in Business Administration and the faculty member is teaching Accounting, then a written justification is normally necessary.</p> <p>If a combination of traditional credentials and “other” credentials is used, or if the “other” qualifications only approach is used, then a portfolio approach for qualifications is suggested. This approach normally requires a careful and thorough justification that demonstrates the linkage between the various components of the portfolio of qualifications to the courses being taught.” Source.</p>
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TABLE 2. Faculty Qualification Policies of Regional Accreditors (continued)

Western Association Accrediting Commission for Community and Junior Colleges	“The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student populations. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. The institution has a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution’s educational programs. A clear statement of faculty responsibilities must include the development and review of curriculum as well as assessment of learning.” Source.
Western Association Senior College and University Commission	“The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution’s educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered. GUIDELINES: The institution has a faculty staffing plan that ensures that all faculty roles and responsibilities are fulfilled and includes a sufficient number of full-time faculty members with appropriate backgrounds by discipline and degree level.” Source.

STATE STRATEGIES

States have taken a variety of approaches to increase the supply of high school instructors qualified to teach in dual enrollment programs. These strategies fall within seven categories: (1) providing general program support; (2) offering financial aid for high school instructors to complete graduate credits; (3) incentivizing professional development through teacher bonuses; (4) increasing awareness of graduate program options; (5) specifying data reporting requirements; (6) employing tested experience models; and (7) utilizing alternative course delivery models to facilitate the completion of graduate credits.⁴

General Program Support

Colorado: The Colorado Department of Higher Education is utilizing \$200,000 of its federal Title IIA grant to defray graduate-level course costs.⁵

Kansas: Washburn University is using Title II funds to deliver professional development to high school instructors in high-need LEAs through its Concurrent Enrollment Teacher Development (CETD) Project.⁶

Indiana: In 2017 the legislature approved the state's third biennial round of funding to support the [Indiana STEM Teacher Recruitment Fund](#); 2018 H.E.A. 1001 appropriated an additional \$5 million to the STEM Teacher Recruitment Fund. Some STEM Teacher Recruitment Funds are being channeled into [STEM Teach](#), a program that makes graduate-level coursework at participating public institutions and Independent College of Indiana (ICI) member institutions available to high school STEM teachers at no cost, to render these teachers eligible to teach concurrent enrollment courses. STEM Teach funds pay colleges and universities the cost of participating teachers' tuition, books and materials.

In addition, after an RFP process, the Indiana Department of Education announced a one-year dual credit partnership with Indiana University (IU) that will enable 100 to 200 dual credit teachers in mathematics, science, social studies, and English to meet HLC requirements. Approximately \$500,000 in federal funds will be allocated to IU to cover the registration and credit fees required of the online, graduate-level program participants. Importantly, the institution will be responsible for ensuring that the credentialing will be accepted by dual credit programs across the state before the dual credit teachers begin coursework.⁷

Wisconsin: [2017 A.B. 64](#) (Act 59) amends existing statute (W.S.A. 106.27) authorizing the department of safety and professional

services to award workforce training grants. Under the 2017 amendment, workforce training grants may be awarded to programs that train individuals to become teachers, including teachers in dual enrollment programs. For purposes of this provision, "teachers" includes instructors at technical colleges.

Graduate Financial Aid

Colorado: A cohort of teachers at Adams State University are using state COSI (Colorado Opportunity Scholarship Initiative) funds to defray graduate-level course costs.⁸

Minnesota: [2016 H.F. 2749](#) (Chapter 189) provides for the creation of the "Northwest Regional Partnership" to develop and deliver online graduate-level courses to high school instructors through a continuing education program, so that they might meet qualifications to teach concurrent enrollment courses. (More details about the partnership under "Alternative Delivery Methods" below.) Part of the legislation directs the Lakes Country Service Cooperative, in consultation with the other members of the Northwest Regional Partnership, to provide scholarships for eligible teachers to enroll in the continuing education program and develop criteria for awarding educator stipends on a per-credit basis to incentivize participation in the continuing education program.

2016 H.F. 2749 appropriates \$3 million in FY 2017 to support the Northwest Regional Partnership concurrent enrollment program (both the teacher scholarship and course development/delivery components).

[2017 H.F. 2](#) (Chapter 5) makes various revisions to the program, including authorizing the creation of a State Partnership, to extend program access to concurrent enrollment teachers statewide. Under H.F. 2, if created, the State Partnership must provide scholarships for teachers to enroll in the continuing education program and develop criteria for awarding educator stipends on a per-credit basis to incentivize participation in the continuing education program. 2017 H.F. 2 also appropriates \$375,000 each in 2018 and 2019 (\$750,000 for the biennium) to support the statewide concurrent enrollment teacher training program (both the scholarships for teachers and course development/delivery aspects).

Lastly, Minnesota statute requires districts to reserve at least two percent of their basic revenue for professional development. Districts may use these reserved funds for grants for district teachers to pay for coursework and training leading to certification as a college in the schools or concurrent enrollment teacher. To receive a grant, the teacher must be

enrolled in a program that includes coursework and training focused on teaching a core subject.⁹

Nevada: [2017 S.B. 544](#), Sec. 19 appropriates \$4.2 million dollars in fiscal year 2017-18, and \$5 million in fiscal year 2018-19 to support College and Career Readiness (CCR) programs through a competitive grant process. One of the several purposes to which these funds may be applied is to support dual enrollment participation, including supporting professional development for teachers to be qualified to teach dual enrollment courses.¹⁰

North Dakota: [2017 S.B. 2244](#), codified as NDCC, 15-10-61, establishes a four-year pilot program, to offer a credit incentive to concurrent enrollment instructors in public, private and tribal high schools statewide. Instructors are entitled to receive a credit-for-credit coupon to cover the cost of tuition for graduate level classes at a public, tribal, or private post-secondary institution in the state. The coupon covers tuition for one graduate level credit at any eligible institution for every credit hour of a dual-credit course the individual teaches. If the graduate level course an individual requires is not offered by an institution under the control of the board, the individual may enroll in an equivalent course at a regionally accredited institution of higher learning and must be reimbursed up to the equivalent cost of the tuition and fees at an institution under the control of the board. To be eligible for a coupon, an instructor's concurrent enrollment class must include at least four students receiving dual credit. If an individual eligible for a credit coupon has met accreditation qualification standards, the individual may transfer a credit coupon to a family member or to a student being taught by the individual. 2017 S.B. 2244 appropriates up to \$200,000 to the state board of higher education to create the dual-credit courses pilot program, for the biennium beginning July 1, 2017, and ending June 30, 2019.¹¹

Wisconsin: [2017 S.B. 711](#), signed into law in April 2018, directs the Office of Educational Opportunity in the University of Wisconsin System to award grants to districts, charter schools, and certain private schools, to help high school teachers meet the minimum qualifications to teach dual enrollment courses. Grants may be awarded from the 2018-19 school year through June 30, 2022. At least one grant each school year must be awarded to a district whose membership the previous year was (1) fewer than 650 pupils; (2) 650-1,600 pupils, and (3) more than 1,600 pupils. In addition, at least one grant each year must be awarded to a charter school and to a private school participating in a parental choice program.

Wyoming: Wyoming's 2013 legislature established the Wyoming adjunct professor loan repayment program, administered by the Wyoming Community College Commission, to provide funds to public school teachers who require additional coursework to qualify as adjunct instructors for a concurrent enrollment course. Applicants must be Wyoming residents who are certified and currently-employed public school teachers in good standing with the professional teaching standards board, and they must be nominated by their district for consideration by the Commission. The nomination must include an agreement among the teacher, the district, and the state postsecondary entity that will be a party to the agreement upon program completion (a community college or the University of Wyoming). The agreement must specify the concurrent course(s) the instructor will teach upon completing the program; the appropriate accredited college-level educational program, including the specific classes that will allow the teacher to provide instruction in the agreed-upon course(s) upon completion; an estimate of the tuition and fees required to complete the program; and the terms of repayment of the loan, including successful completion of the program and teaching the agreed-upon classes for two years in a Wyoming district. A recipient may repay the loan by teaching at least one concurrent enrollment class in a Wyoming public school for a minimum of two years, starting the fall of the academic year after the instructor completes the educational program.¹² Since 2013, funds have been appropriated to the program on several occasions, including for the 2017-18 biennium. Recently, \$95,000 was appropriated for the 2019-20 biennium; applications will be accepted in October 2018.¹³

Teacher Bonuses

Indiana: Legislation passed in 2015 (codified as [IC 20-28-9-1.5](#)) authorizes a school corporation (district) to provide a teacher with a supplemental payment in addition to salary if the teacher has earned a master's degree from an accredited postsecondary educational institution in a content area directly related to the subject matter of a dual credit course taught by the teacher. A supplement so provided is not subject to collective bargaining, but a discussion of the supplement must be held.¹⁴

2016 [H.B. 1005](#) (Section 14), establishes the Dual Credit Teacher Stipend Matching Grant Fund, codified as [IC 20-43-15](#), to provide matching grants to applicant school corporations (districts) to offer stipends for teachers teaching a concurrent enrollment course, who either hold, or are in the process of obtaining, a master's degree including 18 graduate-level hours in the

discipline of the concurrent enrollment course. However, no funds were allocated to support this fund.

Minnesota: 2017 H.F. 2 amends statute governing the alternative teacher professional pay system. Existing statute authorized the system to include incentives for teachers to obtain a master's degree or other advanced certification.¹⁵ The 2017 measure revises this to "include incentives for teachers to obtain a master's degree or other advanced certification with at least 18 credits in their content field of licensure required for teaching concurrent enrollment or 'college in the schools' courses."

Awareness Raising

Illinois: The Illinois Board of Higher Education has collaborated with public universities in the state to coordinate and promote some credentialing efforts. However, a lack of funding for teachers has been a barrier to broader program participation. Illinois has had preliminary conversations considering the development of a dual credit endorsement on the educator license that will designate and raise awareness of the necessary qualifications to teach dual credit in Illinois. However, no formal action has been taken.¹⁶

Indiana: 2016 [H.E.A. 1370](#) and [S.E.A. 93](#) (Section 26) both propose the study of methods to ensure student access to dual enrollment and various incentives for high school teachers to obtain a master's degree with at least 18 hours of graduate course work in the subject matter the teacher is teaching or wishes to teach as part of a dual credit course. The Indiana Commission for Higher Education is gathering data to inform that work.

Kansas: The Kansas Board of Regents hosts a [webpage](#) identifying online graduate programs offered by Kansas postsecondary institutions in some of the most common concurrent enrollment disciplines in the state.¹⁷

Minnesota: The Minnesota State system maintains a [document](#) that indicates online graduate-level courses available through Minnesota State institutions.

Data Reporting

Minnesota: Statute requires an annual report on rigorous course-taking, submitted by the commissioner of education to the education committees of the legislature, to include the number of teachers in each district attending training programs offered by Minnesota concurrent enrollment programs, and the number of teachers in each district participating in support programs.¹⁸

Tested Experience

Minnesota: While several institutions in the HLC region are developing and implementing programs to approve concurrent enrollment instructors through tested experience, some systemwide approaches have also surfaced. For example, the Minnesota State system is undertaking a systemwide effort to document high school teachers' graduate-level learning and experience through a portfolio process.¹⁹ Teachers would develop the portfolios to document their graduate-level expertise in a subject area, and graduate faculty at a specified university would review the portfolio and award graduate-level credit for prior learning in the corresponding content area. This option recognizes tested experience but is designed so that the graduate credits earned as a result of the review, not the experience itself, would be used to determine how high school teachers meet minimum faculty qualifications.

Alternative Delivery Methods

Minnesota: [2016 H.F. 2749](#) (Chapter 189) created the "Northwest Regional Partnership" as a voluntary collaboration of the Lakes Country Service Cooperative, the Northwest Service Cooperative, and Minnesota State University-Moorhead to offer coordinated higher learning opportunities for teachers. Under this collaboration, the Lakes Country Service Cooperative, in consultation with the Northwest Service Cooperative, was authorized to develop a continuing education program to allow eligible teachers to earn the graduate credits needed to teach concurrent enrollment courses. Under the partnership, Minnesota State University Moorhead was authorized to develop an online curriculum to allow eligible secondary teachers to access graduate credit at a reduced rate. The legislation directed Lakes Country Service Cooperative, in consultation with the other members of the Northwest Regional Partnership, to provide funding for course development for up to 18 credits in applicable postsecondary subject areas, as well as scholarships (more details under "Graduate Financial Aid" above).

The 2016 measure gives priority for program participation to concurrent enrollment teachers employed by member school districts of the Lakes Country Service Cooperative or Northwest Service Cooperative; concurrent enrollment teachers in other school districts may participate as space allows. For teachers in both categories of districts, participant teachers are ineligible to participate in other concurrent enrollment teacher training programs. (These eligibility criteria were eliminated in [2017 H.F. 2](#)).

2016 H.F. 2749 appropriates \$3 million in FY 2017 to support the Northwest Regional Partnership concurrent enrollment program (both the teacher scholarship and course development/delivery components).

Through [2017 H.F. 2](#) (Chapter 5), this partnership was revised to become the “Statewide Concurrent Enrollment Teacher Training Program,” defined as a voluntary partnership between the Northwest Regional Partnership and the Metropolitan Educational Cooperative Service Unit. If the revised partnership were established, it must contract with one or more eligible postsecondary institutions (any public or private postsecondary institution that awards graduate credits) to develop a continuing education program to offer graduate coursework to secondary instructors to qualify them to teach concurrent enrollment courses. The 2017 measure directs State Partnership members to work to eliminate duplication of service and develop the continuing education credit program efficiently and cost-effectively.

2017 H.F. 2 further revised the curriculum development component, removing the provision authorizing Minnesota State University Morehead to develop an online curriculum, and replacing it with a provision requiring the continuing education program to use flexible delivery models, such as an online curriculum, to allow teachers to earn graduate credit at a reduced credit rate. The 2017 amendments also require that information about the curriculum, including course length and course requirements, be posted on the offering institution’s website at least two weeks before eligible teachers are required to register for continuing education program

courses. In addition, if established, the State Partnership must provide funding for course development for up to 18 credits in applicable postsecondary subject areas.

2017 H.F. 2 also appropriates \$375,000 each in 2018 and 2019 (\$750,000 for the biennium allocated to Metro ESA) to support the statewide concurrent enrollment teacher training program (both the scholarships for teachers and course development/delivery aspects).

Universities that are part of the Minnesota State system have developed and continue to develop online graduate-level courses. Some of these courses are part of Minnesota State University-Morehead’s program, [18 Online](#), and the statewide partnership described above, and some are independent of these efforts.²⁰

Ohio: The Ohio Appalachian Collaborative (OAC) is a public-private partnership between Battelle for Kids and 27 school districts in Appalachian Ohio. Five institutions of higher education are partnering with OAC to offer graduate-level programs to high school instructors to earn credits needed to teach dual enrollment courses. To the extent feasible, the programs allow for part-time enrollment and utilize online or hybrid delivery models. During OAC’s program implementation, the number of high school instructors credentialed to teach dual enrollment courses more than doubled between 2012-13 and 2016-17, from 82 to 187, while the number of dual enrollment courses offered has increased nearly eight-fold over the same period, from 41 to 314.²¹

ADDENDUM

State Policies for Instructor and Course Quality in Dual Enrollment Courses in Place as of March 31st, 2018 (Education Commission of the States, 2018, *Dual Enrollment*.)

Methodology

Education Commission of the States (ECS) reviewed statutes, legislation, regulations and state K-12 and higher education board policy documents residing outside of regulation, for policies adopted since March 2016, when ECS last updated its 50-state dual/concurrent enrollment policy collection.

STATE	DUAL/CONCURRENT ENROLLMENT INSTRUCTOR REQUIREMENTS
Alabama	A high school teacher teaching a dual enrollment course through a community college must be designated an adjunct faculty member of the college and must meet the state board and other accrediting agencies' credentialing requirements. Faculty must be under the college's control and supervision, and the college must provide for faculty orientation, supervision and evaluation. ²²
Alaska	Not set in state policy.
Arizona	Each faculty member must meet requirements established by the community college district governing board. The CEO of each community college district must establish an advisory committee of full-time faculty to assist in the selection, orientation, ongoing professional development and evaluation of faculty teaching college courses in conjunction with high schools. The advisory committee must meet at least twice each academic year. ²³
Arkansas	<p>Instructors of endorsed concurrent enrollment courses must have at least a master's degree that includes a minimum of 18 graduate hours of coursework in the subject area of the course. The instructor's credentials must be approved by the academic unit or chief academic officer of the postsecondary institution offering the course. The instructor must also have the relevant credentials and experience necessary to teach from the syllabus approved by the postsecondary institution. For the purposes of teaching a concurrent course under this policy, an individual under contract with the school district as a teacher will not be considered an adjunct faculty member of the college/university.²⁴ College or university faculty who travel to the high school or secondary center to teach concurrent courses (and/or faculty and staff that have direct, official contact with the high school student) must have a criminal background check and complete the child maltreatment training course as required of public school teachers.²⁵</p> <p>If an institution of higher education offers a concurrent credit course(s) on a high school campus taught by a high school teacher, the institution must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP); or the college/university must be approved by the Arkansas Higher Education Coordinating Board (AHECB) to offer courses, including courses offered via distance technology, for concurrent credit.²⁶</p>
California	<p>Original program: Not set in state policy</p> <p>College and Career Access Pathways partnerships: No, for equivalency of instructor qualifications to postsecondary faculty qualifications or course content. However, the CCAP partnership agreement must certify that any community college instructor teaching a course on a high school campus has not been convicted of sex offenses or any substance offense as defined in statute. In addition, the CCAP partnership must also certify that both the school district and community college district partners comply with</p>

local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP partnership course offered for high school credit.²⁷

Colorado	<p>The postsecondary institution is responsible for the quality of instruction.²⁸</p> <p>Instructors of CTE courses, including courses related to an apprenticeship or internship program, must possess a current CTE teaching credential that has been authorized by the state board for community colleges and occupational education. A postsecondary instructor may not be required to hold a teacher's license.²⁹</p>
Connecticut	Not set in state policy.
Delaware	All dual credit courses must be taught by an approved Dual Credit Instructor. A dual enrollment instructor must meet the requirements of a faculty member or adjunct faculty member at the institution. ³⁰
District of Columbia	Not set in state policy.
Florida	<p>Each faculty member teaching a dual enrollment course must:</p> <ul style="list-style-type: none"> • Meet the qualifications required by the entity accrediting the postsecondary institution offering the course, including meeting the Southern Association of Colleges and Schools Commission on Colleges' Principles of Accreditation: Foundations for Quality Enhancement, 2010 Edition, section 3.71, for postsecondary instructors in the course and discipline. The qualifications apply to all faculty members regardless of the location of instruction. The postsecondary institution offering the course must require compliance with these qualifications. • Provide the institution offering the dual enrollment course a copy of his/her postsecondary transcript • Provide a copy of the current syllabus for each course taught to the discipline chair or department chair of the postsecondary institution before the start of each term. The content of each syllabus must meet the same standards required for all college-level courses offered by that postsecondary institution. All full-time and adjunct faculty teaching dual enrollment courses must file a copy of their current course syllabus with the college's discipline chair or department chair prior to the start of each term. • Adhere to the professional rules, guidelines, and expectations stated in the postsecondary institution's faculty or adjunct faculty handbook. Any exceptions must be included in the dual enrollment articulation agreement.³¹ • Adhere to the rules, guidelines, and expectations stated in the postsecondary institution's student handbook, including those related to add/drop and withdrawal policies, student code of conduct, grading policies, and critical dates. Any exceptions must be noted in the dual enrollment articulation agreement. <p>In addition, each president (or designee) of an institution offering a dual enrollment course must:</p> <ul style="list-style-type: none"> • Provide a copy of the institution's current faculty or adjunct faculty handbook to all faculty members teaching a dual enrollment course. • Provide to all faculty members teaching a dual enrollment course a copy of the institution's current student handbook, which may include, but is not limited to, information on registration policies, the student code of conduct, grading policies, and critical dates. • Designate an individual or individuals to observe all faculty members teaching a dual enrollment course, regardless of the location of instruction.

- Use the same criteria to evaluate faculty members teaching a dual enrollment course as the criteria used to evaluate all other faculty members.
- Provide course plans and objectives to all faculty members teaching a dual enrollment course.³²

The postsecondary institution must provide all adjunct faculty teaching dual enrollment courses with a full-time faculty contact or liaison in the same discipline.

Dual enrollment courses taught at the high school must meet the same competencies required for courses taught on the postsecondary institution campus. To ensure equivalent rigor, the postsecondary institution must in a timely manner provide the faculty member teaching the course a comprehensive, cumulative end-of-course assessment or a series of assessments of all expected learning outcomes in accordance with the Southern Association of Colleges and Schools Commission on Colleges' Principles of Accreditation: Foundations for Quality Enhancement, 2010 Edition, sections 2.7.4 and 3.5.1. Completed, scored assessments must be returned to the postsecondary institution and held for 1 year. Textbooks and instructional materials must be the same as or comparable to those used in courses offered by the postsecondary institution with the same course prefix and number. The postsecondary institution must advise the school district of instructional materials requirements as soon as that information becomes available but no later than one term before a course is offered.³³

Course requirements, i.e., tests, papers, or other assignments, for dual enrollment students must be at the same level of rigor or depth as those for non-dual enrollment postsecondary students. All faculty members teaching dual enrollment courses must observe the procedures and deadlines of the postsecondary institution for the submission of grades. A postsecondary institution must advise each faculty member teaching a dual enrollment course of the institution's grading guidelines before the faculty member begins teaching the course.³⁴

Dual enrollment courses taught on a high school campus may not be combined with any non-college credit high school course.

The comprehensive dual enrollment articulation agreement between a school district and a public postsecondary institution must identify exceptions, if any, to the professional rules, guidelines, and expectations stated in the faculty or adjunct faculty handbook for the postsecondary institution, and exceptions, if any, to the rules, guidelines, and expectations stated in the student handbook of the postsecondary institution that apply to faculty members.³⁵

Georgia

Silent on instructor qualifications.

Hawai'i

Not set in policy. In practice, nearly all dual enrollment classes (a.k.a. Dual Credit or Early College classes) are taught by University of Hawai'i system faculty members. A handful of courses are taught by qualified high school instructors who are hired as adjuncts by a University of Hawai'i campus and meet the same qualifications as full-time faculty.

Idaho

Yes. Part of the definition of "dual credit" is that postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus.³⁴ Dual credit instructors meet the academic requirements for faculty and instructors teaching in postsecondary, or provisions are made to ensure instructors are capable of providing quality college-level instruction through ongoing support and professional development. Teacher qualifications are reviewed, professional development is provided as needed, course content and assessment expectations are reviewed, faculty assessment is discussed, etc.

The postsecondary institution provides high school instructors with training and orientation in course

curriculum, student assessment criteria, course philosophy, and dual credit administrative requirements before certifying the instructors to teach the college/university's courses. Instructors teaching dual credit courses are part of a continuing collegial interaction through professional development, such as seminars, site visits, and ongoing communication with the postsecondary institutions' faculty and dual credit administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study. High school faculty is evaluated by using the same classroom performance standards and processes used to evaluate college faculty.

Dual credit students are held to the same course content standards and standards of achievement as those expected of students in postsecondary courses. Every course offered through a dual credit program is annually reviewed by postsecondary faculty from that discipline and dual credit teachers/staff to assure that grading standards meet those in on-campus sections. Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.³⁷

Illinois

Dual credit instructors teaching credit-bearing college-level courses must meet the same academic credential requirements as faculty teaching on campus.³⁸ Instructors for community college and four-year institution courses taught in high schools must be selected, employed/assigned and evaluated by the college or university. They must be selected from individuals with appropriate credentials and demonstrated teaching competencies at the college level. For transfer courses, these qualifications include a minimum of a master's degree with 18 graduate hours appropriate to the academic field or discipline in which they are teaching. Instructors in career and technical education courses must possess the credentials and demonstrated teaching competencies appropriate to the field of instruction, including 2,000 hours of work experience and the appropriate recognizable credential depending on the specific field.³⁹

Institutions must provide high school instructors with an orientation in course curriculum, assessment methods, and administrative requirements before high school instructors are permitted to teach dual credit courses. Dual credit instructors must be given the opportunity to participate in all activities available to other adjunct faculty, including professional development, seminars, site visits, and internal communication, provided that such opportunities do not interfere with an instructor's regular teaching duties.⁴⁰

Indiana

The institution must set the criteria for a faculty member or other instructor teaching the course with the institution or school corporation, depending on whether the course is taught by postsecondary faculty or high school instructor.⁴¹

All programs must be NACEP-accredited or approved by CHE's Indiana dual credit review process.⁴²

Iowa

All Senior Year Plus Programs: Yes. Course instructors must meet the standards and requirements that other full-time instructors in the academic department are required to meet and that are approved by the appropriate postsecondary administration. Community colleges must report instructor degree, certifications, and other qualifications to meet the minimum hiring standards.^{43, 44}

District-to-Community College Sharing or Concurrent Enrollment: Yes. For a district to be eligible for supplemental weighting for participating students, a class must be included in the community college catalog or an amendment or addendum to the catalog, and open to all registered community college students, not just high school students. (The class may be offered in a high school attendance center.) The course instructor must be employed or contracted by a community college. The course must be taught using the community college course syllabus, and taught in such a manner as to result in student work and student assessment that meet college-level expectations.⁴⁵

Project Lead the Way: Yes, A school district offering a Project Lead the Way program must offer the curriculum developed by the national organization that administers the Project Lead the Way program. An

instructor must have successfully completed the training required by and meet the minimum requirements of the national organization that administers the Project Lead the Way program.

Kansas

If a district and postsecondary institution enter into a Concurrent Enrollment Partnership (CEP) for high school teachers to teach college credit classes during the school day, the CEP agreement must include necessary directions for curriculum, faculty, students, assessment, and a listing of principles for assuring quality in programming. CEP agreements must also include an implementation plan for ensuring high school faculty teaching concurrently enrolled partnership students are integrated into the postsecondary partner institution through orientation, professional development, seminars, site visits, annual evaluations and ongoing communication with the postsecondary partner institution's faculty.

CEP arrangements must include collaborative faculty development programming such as pedagogy, instructional design, course management, instructional delivery skill improvement, curricular reform initiatives, and student success assessment strategies. High school faculty teaching college-level, non-tiered Concurrent Enrollment Partnership courses must meet Higher Learning Commission (HLC) Standards regarding faculty roles and qualifications. Faculty teaching college-level tiered technical courses through a Concurrent Enrollment Partnership must either meet the HLC standards or possess a valid/current industry-recognized credential and a minimum of 4,000 hours of work experience in the specific technical field. Postsecondary institutions may set higher standards.

Before approving high school instructors to teach CEP courses, the postsecondary institution must provide them with orientation and training in course curriculum, assessment criteria, course philosophy, and CEP administrative requirements. The postsecondary partner institution must provide the high school faculty with ongoing professional development opportunities. Orientation and/or professional development activities must include collaborative faculty development programming such as pedagogy, instructional design, course management, instructional delivery skill improvement, curricular reform initiatives, and student success assessment strategies. The postsecondary partner institution must annually conduct evaluations of high school faculty teaching Concurrent Enrollment Partnership courses to ensure compliance with the state expectations for Concurrent Enrollment Partnership courses.⁴⁶

Kentucky

Statute directs the Council on Postsecondary Education, in conjunction with the Kentucky Board of Education and the Education Professional Standards Board, to develop guidelines for content knowledge and teacher training in dual enrollment and dual credit programs offered in Kentucky.⁴⁷

Under the Dual Credit Policy, participating postsecondary institutions must:

- Ensure each teacher or faculty member teaching a dual credit course uses a course syllabus approved by the postsecondary institution.
- Conduct faculty evaluations for secondary teachers in a manner consistent with the public postsecondary institution's guidelines for evaluation of faculty and student evaluation of faculty.
- Provide secondary dual credit teachers best practice information for content delivery and use of instructional support systems.

Under the Dual Credit Policy, secondary schools must:

- Ensure that each dual credit teacher receives professional development relevant to each course taught
- Use the faculty evaluation process for all dual credit teachers established by the postsecondary institution
- Meet accrediting and state reporting guidelines by providing faculty credentials prior to the start of

the term in which the course is offered according to the timeframe designated by the participating postsecondary institution.

- Work to create capacity for more secondary teachers to be credentialed to teach dual credit courses which will help assure access and affordability of dual credit programming.

Secondary and postsecondary institutions must jointly:

- Provide an orientation program for all new secondary and postsecondary faculty teaching dual credit coursework. The program should be available to school administrators, teachers, faculty, and secondary and postsecondary coordinators of dual credit.⁴⁸

Louisiana	There is no difference in expected qualifications for a dual enrollment instructor from those of any other on-campus instructor. Likewise, there is an expectation of appropriate oversight of dual credit instructors if adjunct instructors are used, just as would be expected for any other college program. Whether or not the instructor of record is actually engaged in teaching students in the classroom or online or is overseeing the teaching process, the individual listed as the instructor of record is responsible for content/instruction delivered in the classroom. To ensure the quality and integrity of the academic content and delivery of the course, the person delivering the instruction as a representative of the institution should be a qualified, effective faculty member. That individual must, at a minimum, meet the institution's policy on faculty qualifications, within SACSCOC (or COE) credential guidelines. Instructors must receive appropriate formal training by the postsecondary institution/department on delivery of the particular college course: syllabus; campus and departmental expectations for delivery, grading, and student performance. Instructors must meet with a postsecondary departmental representative (or participate in a workshop offered by the institution) within 12 months preceding the start of class to review the curriculum, course content, measurement, and student outcomes. Each institution will report to the BoR a description of the process which instructors are required to complete prior to offering the course. ⁴⁹
Maine	Dual enrollment career and technical education program: Yes. A program must meet national concurrent enrollment standards. ⁵⁰
Maryland	High school instructors teaching dual enrollment courses must meet the qualifications of adjunct and part-time faculty - they must possess the same or equivalent qualifications as the full-time faculty of the institution, and be approved by the academic unit through which the credit is offered. ⁵¹
Massachusetts	General courses: Not set in state policy. Commonwealth Dual Enrollment Partnership: Courses must be taught by postsecondary faculty or high school instructors approved by the partnering institution. ⁵²
Michigan	For concurrent enrollment courses for which districts wish to receive supplemental payments from the state via an appropriation. To be eligible for payments for students enrolled in a concurrent enrollment program, a district must conduct specified activities, including ensuring that the course is taught by either a high school teacher or postsecondary faculty pursuant to standards established by the partnering postsecondary institution, and ensuring the course is taught in the local or intermediate district. ⁵³
Minnesota	To establish a uniform standard by which concurrent enrollment courses and professional development activities may be measured, postsecondary institutions must adopt and implement the National Alliance of Concurrent Enrollment Partnership Partnership's program standards and required evidence for accreditation by the 2020-2021 school year and later. ⁵⁴
Mississippi	All dual credit academic instructors must have a master's degree with a minimum of 18 graduate semester

hours in their field of expertise. Dual credit career and technical education instructors must meet the requirements set forth by the State Board for Community and Junior Colleges in the qualifications manual for postsecondary Career and Technical personnel. A high school teacher must be approved as an instructor by the collaborating college or university. An instructor employed by the college or university must be approved by the collaborating school district. A dual credit academic instructor must meet the requirements set forth by the regional accrediting association (Southern Association of College and Schools). University and community and junior college personnel have the sole authority in the selection of dual credit instructors.⁵⁵

Missouri

High school instructors of dual credit courses are adjunct instructors of the partnering institution. As such, high school instructors must meet the requirements for faculty teaching in institutions of higher education, as stipulated for accreditation by the Higher Learning Commission. Dual credit instructors must possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees for which they must possess the same level of degree. Instructors using credentials for qualification with a master's level degree in a discipline or subfield other than that in which he/she is teaching must have completed a minimum of 18 graduate credit hours in the discipline in which he/she is teaching.

Institutions may, at their discretion, employ as a CTE dual credit instructor an individual with superior knowledge and tested experience in the discipline in which he/she is teaching, with knowledge and experience measurable through means such as documented experience working in the field, industry certification and years of experience in the field, documented recognition of excellence in teaching in the discipline, expertise validated through publications or wide critical and public acclaim, or through a nationally recognized rating of proficiency.

New dual credit instructors must participate in orientation activities provided by the dual credit provider institution and/or academic department. In order to assure comparability of the dual credit course with the corresponding college course and to foster collaboration between high school instructors and college faculty, academic departments at the institution must provide instructors of dual credit courses with support services. These include, but are not limited to, opportunities for dual credit instructors to discuss concerns and to share information with each other and with the institution of higher education, access to appropriate professional development opportunities, and mentoring offered either exclusively to dual credit instructors or to both campus-based faculty and dual credit instructors.

The chief academic officer of the postsecondary institution is responsible for involving full time faculty in the appropriate academic department in the selection and evaluation of all dual credit instructors. Dual credit instructors are evaluated regularly in accordance with established institutional policies and procedures. Regular on-site course evaluations at the high school should occur once a year for the first two years for new instructors. For all instructors, evaluations should occur a minimum of once every two years. Annual reports of student performance and feedback should also be utilized and analyzed with respect to the continuation of the dual credit instructor.⁵⁶

Montana

Concurrent Enrollment: Yes. High school concurrent enrollment instructors must be licensed secondary educators and possess a class 1, 2, 4, or 8 educator's license (described below). Class 8 is specific to college faculty instructing college courses with the potential for high school credit (dual credit). Additionally, concurrent enrollment instructors must meet all qualifications for faculty set forth by the Montana Board of Regents Policy 730.1, which delineates the minimum criteria for two-year adjunct faculty. The postsecondary institution must verify educational attainment level and experience appropriate and required for the discipline for concurrent enrollment instructors to ensure compliance with Montana Board of Regents Policy 730.1.

Class 8 Alternative License: If faculty of a postsecondary institution is teaching a course for which students will receive high school and postsecondary credit, the faculty member must hold a Class 8 dual credit license, unless already licensed or eligible for licensure as a Class 1, 2 or 4 and properly endorsed. The licensure is valid for five years. Faculty must apply to the Office of Public Instruction for a Class 8 alternative license. The application requires verification of faculty employment from the Chief Academic Officer or an appropriate official of the employing regionally accredited college or university; compliance with all other nonacademic requirements for licensure; and completion of application materials demonstrating:

The applicant plans to teach in a subject covered by the K-12 endorsement areas identified in regulation, and will teach a subject area in which the applicant has a major or minor; and

The applicant demonstrates adequate education and experience to instruct dual enrollment courses as demonstrated by:

Ability to create learning environments that support creativity, critical thinking, individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation

Understanding and ability to use a variety of instructional and assessment strategies to encourage learners to develop understanding of content areas and to build skills to apply knowledge in meaningful ways; and

Understanding of individual differences and diverse cultures with an ability to integrate history, culture, heritage and contemporary status of American Indians and tribes in Montana.⁵⁷

Nebraska

A Postsecondary teaching permit is valid only for teaching courses for college credit offered by a Nebraska postsecondary educational entity that have also been approved for high school credit in Nebraska school systems requesting the delivery of such courses and only in the applicant's postsecondary subject area. Postsecondary institutions request the permit on behalf of the applicant and must verify that the applicant meets the institution's educational requirements to be employed by the institution as a teacher. The institution must also verify that the applicant is employed by the institution to teach college courses to high school students. The Postsecondary teaching permit expires August 31 in the third year following the year of issuance. Each applicant for a Postsecondary teaching permit must fulfill the requirements in Sections 005.01A through 005.01H of regulation, and be eligible to teach courses for college credit offered by a Nebraska postsecondary educational entity that have also been approved for high school credit in Nebraska school systems requesting the delivery of such courses as documented by the Nebraska postsecondary educational entity. Regulations also provide renewal requirements for a Postsecondary Teaching Permit.

In addition, the Nebraska Dual Enrollment Standards, which serve as guidelines but do not have force of law, specify for faculty:

Instructors meet approved requirements for teaching at the department/college level and must hold a master's degree. Instructors have the mutual support of the district and postsecondary partner.

High school and postsecondary faculty must receive appropriate orientation and training (e.g., curriculum, assessment, policies, and procedures). Collaboration between high school and postsecondary faculty is encouraged and faculty development is available where appropriate. High school and postsecondary faculty maintain contact throughout the program. In some instances, this contact is facilitated by technology. The standards provide these guidelines may be waived in special circumstances by the appropriate secondary and postsecondary officials.⁵⁸

Nevada

Not set in state policy.

New Hampshire

Local dual and concurrent enrollment policies must comply with National Alliance for Concurrent Enrollment Partnerships (NACEP) standards, including standards for faculty approval.⁵⁹

New Jersey	District boards of education and partner colleges must also ensure that college courses for high school students are taught by college faculty with academic rank. Adjunct faculty and district staff with a minimum of a master's degree may also be included. ⁶⁰
New Mexico	The postsecondary partner must approve faculty for all dual credit courses. Each high school offering dual credit courses must submit a signed uniform master agreement with a public postsecondary institution to the public education department. The agreement must specify eligible courses, academic quality of dual credit courses, course approval and course requirements. ⁶¹
New York	Not set in state policy.
North Carolina	Most Career & College Promise courses are taught by community college faculty, either at the college campus or by traveling to the high school. Provisions allow high school instructors to teach a Career & College Promise course if the instructor meets SACS requisite qualifications for faculty credential requirements. ⁶²
North Dakota	<p>As is the case with all adjunct instructors, the instructor offering the course must be approved by the academic administrators using the same criteria and procedure that they would employ on campus. Approved high school instructors teaching dual-credit courses within the high school are considered to be adjunct instructors of the sponsoring NDUS college or university.</p> <p>If the adjunct instructor is a high school teacher, the district Superintendent must first give written approval for their instructor to teach on behalf of NDUS sponsoring school.</p> <p>Preference for teachers holding an MA degree in the content area will be only one criterion considered in the employment of adjunct instructors to teach dual-credit college courses.</p> <p>Instructors (including a person already teaching in high school or college) who teach dual-credit college courses for an NDUS sponsoring institution must follow the standard procedure regarding the employment of adjunct instructors by that institution including filing required documents, e.g., official transcripts, employment forms, etc.</p> <p>Instructors (including a person already teaching in high school or college) who teach dual-credit college courses must keep appropriate records and submit grade reports to the appropriate office at the sponsoring institution by the end of the semester.⁶³</p>
Ohio	Each instructor teaching a College Credit Plus course must meet the credential requirements set forth in guidelines and procedures established by the chancellor of higher education. If the guidelines require high school teachers to take any additional graduate-level coursework to meet the credential requirements, that coursework must be applicable to continuing education and professional development requirements for the renewal of the teacher's educator license. The partnering college must also provide at least one three-hour professional development session per school year, and conduct at least one full-period classroom observation of each College Credit Plus course taught by a secondary teacher during the 2015-2016 school year, or during the first academic year the teacher instructs the course, and then alternating academic years thereafter. (If the same instructor provides multiple sections of the same course in the same or different buildings, only one observation is required. If multiple sections of the same course are taught by different instructors in the same or different secondary buildings, each instructor must be observed.) The institution of higher education determines the format and delivery mechanism for each professional development session it provides. If the institution delivers professional development to secondary teachers using technology, there must be a means to track secondary teachers' participation and elicit teachers' feedback, and for the institution to respond to teachers' questions. The institution also determines its own classroom observation format and whether the observation is onsite at the classroom, partially on-site, or uses

technology, provided the:

Chief academic officer of the institution approves the classroom observation content expert and format

Higher education observer provides the secondary instructor with any feedback supporting that quality of the college-level course.

Secondary school building administrator is notified at least 24 hours in advance of when each observation is expected to occur.

All courses offered under the College Credit Plus program must be the same courses that are included in the partnering college's course catalogue for college-level, nonremedial courses. College Credit Plus courses offered at the secondary school must follow the same course syllabus and learning outcomes, use the same textbook, materials and assessments as the college course delivered on the college campus. All College Credit Plus students (regardless of course location) must be assessed with the same standard of achievement and held to the same grading standards.

Regulations also establish measures of quality for online College Credit Plus courses, which must be included in the college's course catalog. Faculty member instructing the course meets qualification requirements of the chancellor. Each faculty member instructing an online course must:

- Utilize course content and materials developed by higher education faculty
- Provide course instruction
- Develop course assessments
- Develop course grading criteria
- Assign students' final grades.

The faculty member instructing the course must be accessible to students and establish a mechanism for students to pose questions and interact with the faculty member regarding course content and materials.

The faculty member instructing the course may delegate tasks associated with facilitation of the online course to an individual approved by the chief academic officer in accordance with the postsecondary institution's policies, with the exception of providing course instruction, developing course assessments and grading criteria, and assigning final grades. If tasks associated with facilitation of the online course are delegated to another individual, the faculty member and individual approved to provide facilitation must interact regularly on the manner and approach for implementing the facilitated activities. Under no circumstances may facilitation be construed as responsibility for the course; the faculty member maintains responsibility for course instruction and student learning.

Statute requires the chancellor of higher education and the superintendent of public instruction to submit a biennial report on the status of the College Credit Plus program to the governor and specified legislators. The report must include an analysis of quality assurance measures related to the program.⁶⁴

Oklahoma

Faculty Qualifications: Faculty teaching off-campus concurrent enrollment courses must meet the academic requirements for faculty and instructors teaching in the sponsoring higher education institution as required by the Higher Learning Commission. The appropriate academic administrator at the sponsoring higher education institution must review credentials and recommend all faculty for approval prior to allowing such individuals to teach an off-campus concurrent enrollment course.

Orientation and Professional Development: Before teaching an off-campus concurrent enrollment course, faculty must participate in an orientation provided by the sponsoring higher education institution. The

sponsoring higher education institution must provide the faculty teaching the off-campus concurrent enrollment course with professional development opportunities that may include, but need not be limited to: pedagogy, instructional design, course management, and student engagement strategies.

A faculty member teaching an off-campus concurrent course must be evaluated in a manner consistent with the sponsoring higher education institution's guidelines for student evaluation of faculty. A faculty member teaching an off-campus concurrent enrollment course must be evaluated in accordance with the sponsoring higher education institution's policy for evaluation of instruction.⁶⁵

Oregon

Expanded Options: Not applicable—courses are taken only at postsecondary institutions

Dual credit: The [Oregon Dual Credit Standards](#) are based upon the National Alliance of Concurrent Enrollment Partnerships accreditation standards, and include standards for faculty. Under these standards:

- Instructors teaching college or university courses through Dual Credit meet the academic requirements for faculty and instructors teaching in the college or university.
- The college or university provides high school instructors with training and orientation in course curriculum, assessment criteria, course philosophy, and Dual Credit administrative requirements before certifying the instructors to teach the college or university courses.
- Instructors teaching Dual Credit sections are part of a continuing collegial interaction through professional development, seminars, site visits, and ongoing communication with the college's or university's faculty and Dual Credit administrators. This interaction must occur at least annually and address issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
- Dual Credit Program policies address instructor non-compliance with the college's or university's expectations for courses offered through the Dual Credit Program (for example, non-participation in Dual Credit Program training and/or activities).⁶⁶

In June 2016, Oregon's Higher Education Coordinating Commission approved two additional models of dual credit, "Sponsored dual credit" and "Assessment-based learning credit" that do not require high school instructors to have achieved a higher level of education.

Sponsored dual credit: A course delivered through this model is taught by a high school teacher in partnership with a sponsoring college/university faculty member who meets the qualifications to teach the course for the college/university. Under this model:

- High School teachers teaching college or university courses as part of a Sponsored Dual Credit Program are approved and authorized by the sponsoring college or university in accordance with its institutional policies, procedures and practices.
- Teaching partnerships within Sponsored Dual Credit Programs demonstrate that the aggregate of the teaching roles within the partnership provides appropriate expertise in the content or professional area, and performs the duties, responsibilities and functions of traditional faculty, based upon clearly stated criteria, qualifications, and procedures. Sponsoring faculty members have clearly defined authority and responsibility and exercise a major role in the design, approval, and implementation of the teaching partnerships.
- High school teachers teaching college or university courses in a Sponsored Dual Credit Program have access to essential academic resources comparable to those used in other sections of the same courses offered by the sponsoring college or university as deemed appropriate by faculty in the department/

program where credit will be awarded.

- The sponsoring college or university provides high school teachers in Sponsored Dual Credit Programs with training and orientation in course curriculum, assessment criteria, course philosophy, and Sponsored Dual Credit administrative requirements before authorizing them to teach the college or university courses.
- The sponsoring college or university has a well-documented process for regular, ongoing, and substantive interaction between high school teachers and college or university faculty in Sponsored Dual Credit Programs to address student learning outcomes, course content, delivery, and assessment to maintain consistency across course sections offered by the college or university. This interaction occurs at least once a quarter/semester.*

*College or university faculty partners may determine that more interactions are appropriate, based on the high school teacher's level of expertise, teaching experience, and experience working in Sponsored Dual Credit Programs. However, in all cases, the interaction must occur at least once a quarter/semester.

- High school teachers teaching college or university classes as part of a Sponsored Dual Credit Program receive feedback for continuous improvement to ensure that student learning outcomes, course content, and assessment are consistent with the sponsoring college's or university's course, as determined by institutional policies, procedures and practices.
- Sponsored Dual Credit Program policies at each sponsoring college or university address teacher non-compliance with the college's or university's expectations for courses offered through Sponsored Dual Credit Programs (for example, non-participation in Sponsored Dual Credit Program training and/or activities). Such policies clearly define the impact of non-compliance, including the effect on awarding college or university credit.⁶⁷

Assessment-based learning credit: Not applicable. College or university faculty conduct a process for assessment of student learning and collection of the required evidence for awarding credit. Assessments are designed and evidence is evaluated by appropriately qualified teaching faculty as determined by college or university faculty in the program/department where credit will be awarded.⁶⁸

Pennsylvania A school district or area vocational school employee who meets all qualifications for an adjunct faculty member at the eligible postsecondary institution may teach a concurrent enrollment course.⁶⁹

Program currently inactive due to inadequate state funds.

Rhode Island Instructors of concurrent enrollment courses at the secondary public school must be approved by the postsecondary credit-granting institution and possess similar qualifications as instructors teaching the corresponding course at the postsecondary institution. Secondary school teachers must also hold the certification required by the Council for Elementary and Secondary Education for the course that is being taught. Public secondary school teachers must be evaluated by their employer pursuant to the educator evaluation system approved by the department of education and in accordance with state law and applicable regulations.⁷⁰

Instructors of online dual enrollment courses must be appropriately qualified from an accredited postsecondary institution.⁷¹

South Carolina The chief academic officer or designee is also responsible for selecting and evaluating all dual enrollment faculty, using Southern Association of Colleges and Schools criteria as minimal requirements, and ensuring standards of student evaluation and faculty evaluation are comparable to those required of other sections

of the same courses. Orientation and evaluation of instructors teaching dual enrollment course sections rests with the appropriate academic department of the respective institution of higher education. The chief academic officer or designee must assure consistency and comparability of both orientation and evaluation across the institution. To assure comparability, academic departments must provide instructors with support services, including a designated on-campus faculty liaison.

Dual enrollment instructors must participate in the institution's expected, relevant professional development and evaluation activities. Traditionally-delivered (non-online) dual enrollment offered in high schools should only be offered within reasonable commuting distance of the institution to facilitate on-site evaluation and supervision.^{72, 73}

South Dakota

The Dual/Concurrent Credit Administration Guidelines also specify:

Instructor of record. The high school-based concurrent enrollment course must be taught by a high school teacher who has been approved by the postsecondary institution and who meets the standards used by the institution to hire adjuncts in the discipline. While a Master's degree in the subject/discipline teaching is preferred, faculty typically must have a Master's degree with 18 graduate hours in the subject/discipline taught. Faculty mentor: A faculty member in the discipline of the course from the credit-granting university is assigned to and actively engaged as a mentor for the high school teacher.⁷³

Credit may be granted to students enrolled in concurrent credit offered through postsecondary institutions who are accredited through NACEP, OR credit may be granted to students enrolled in concurrent credit offered through postsecondary institutions who manage their programs using the standards established by NACEP.⁷⁴

Tennessee

Dual Credit program courses are taught by certified secondary instructors, administered under the supervision of postsecondary faculty or a consortium approved certified secondary instructor.⁷⁵

Texas

Dual credit: Yes. The college selects dual credit instructors. These instructors must be regularly employed faculty members of the college or meet the same standards (including minimal requirements of the Southern Association of Colleges and Schools) and approval procedures used by the college to select faculty responsible for teaching the same courses at the main campus of the college. The college must supervise and evaluate instructors of dual credit courses using the same or comparable procedures used for faculty at the main campus of the college. The college must ensure that a dual credit course and the corresponding course offered at the main campus of the college are equivalent with respect to the curriculum, materials, instruction, and method/rigor of student evaluation. These standards must be upheld regardless of the student composition of the class.⁷⁶

Regular academic policies applicable to courses taught at the college's main campus must also apply to dual credit courses (i.e., appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, etc.)

Courses offered through partnerships between secondary schools and public two-year colleges: The partnership agreement must address faculty qualifications, provision of student learning, and grading criteria.

For programs governed by an agreement between a school district or private school's governing organization and a public junior college: A course offered for joint high school and junior college credit must be taught by a qualified instructor approved or selected by the public junior college. For these purposes an instructor is qualified if the instructor holds:

- A doctoral or master's degree in the subject of the course

- A master's degree plus 18 graduate semester hours in the subject of the course

For a course offered in an associate's degree program not designed for transfer to a baccalaureate degree program:

- Either of the above requirements
- A baccalaureate degree in the subject of the course
- An associate's degree and demonstrated competencies in the subject of the course, as determined by the Texas Higher Education Coordinating Board.⁷⁷

Online courses: The Texas Education Agency pays the reasonable costs of evaluating and approving electronic courses. If funds are insufficient to pay for evaluating and approving all courses submitted for approval, the agency must give priority to paying the costs of evaluating and approving five types of courses, including courses that allow a student to earn college credit or other advanced credit. Administrative code specifies the qualifications and professional development requirements applicable to secondary and college instructors offering electronic dual credit courses.⁷⁸

Utah

[2018 H.B. 237](#) eliminates the statutory definition of "qualified instructor." Under the revised definition, in addition to institution of higher education faculty, an LEA employee is an eligible instructor if the employee is licensed under Chapter 6, Education Professional Licensure, supervised by an institution of higher education, and either (1) meets requirements to be established by the Board of Regents by January 2019, or (2) has an upper level mathematics endorsement.

In the interim before the Board of Regents adopts a policy describing the qualifications for an LEA employee to be an eligible instructor, an LEA employee is qualified if the employee is licensed under Chapter 6, Education Professional Licensure, supervised by an institution of higher education, and approved as adjunct faculty by an institution of higher education.⁷⁹

Vermont

Dual Enrollment: Yes. When a course is offered at a high school, the public postsecondary institution must retain authority to determine course content and work with the secondary school to select, monitor, support, and evaluate instructors.⁸⁰

Virginia

Yes, for community college courses. Faculty must be selected by the participating community college and meet the faculty qualification guidelines established by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the State Board for Community Colleges policies. When determining faculty qualifications, an institution considers the highest earned degree in the discipline and related work. The following guidelines must be used:

Faculty members teaching associate degree courses designed for transfer to a baccalaureate degree have earned a doctorate or master's degree in the teaching discipline or master's degree with a minimum of 18 graduate semester hours in the teaching discipline.

Faculty members teaching associate degree courses not designed for transfer to the baccalaureate degree have earned a bachelor's degree in the teaching discipline or associate's degree in the teaching field with demonstrated competencies in the teaching discipline and two years of occupational experience.

Faculty members teaching non-associate's degree occupational programs have earned a high school diploma or equivalent, associate or equivalent in the teaching field preferred, and five years of current occupational experience as defined by the State Board for Community Colleges.

Dual enrollment faculty must conform to all college and departmental responsibilities, policies, and procedures related to dual enrollment courses. The faculty member must:

- Prepare and disseminate a college-approved course syllabus that include all required information for the college course, including the college's grading scale
- Adhere to the required number of instructional/contact hours for the course
- Adhere to established college academic/instructional calendars for enrollment and grade submission
- Use college-approved instructional materials
- Incorporate all student learning outcomes and assessment of student learning outcomes into instruction
- Participate in student evaluation of instructional effectiveness
- Submit final course grades
- Participate in required meetings and professional development opportunities.

Dual enrollment courses must be offered for college credit with the same departmental designations, course descriptions, numbers, titles, and credits as those listed in the VCCS Master Course File. All dual enrollment courses must be equivalent to the pedagogical, theoretical, and philosophical orientation of the community college department and contain the same student learning outcomes, components of the syllabi, level and rigor of content, assessment and evaluation of student learning outcomes, and instructional effectiveness.⁸¹

Washington

College in the High School: Yes. Participating institutions of higher education must require that instructors are approved by the participating institution of higher education's respective academic department and meet the same requirements for teaching the college course at the higher education campus. New instructors are provided with discipline-specific training and orientation regarding course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures.

Participating institutions of higher education are recommended to provide annual discipline-specific professional development activities and ongoing collegial interaction to address course content, course delivery, assessment, evaluation, and/or research and development in the field. Participating institutions of higher education, not accredited by National Alliance of Concurrent Enrollment Partnerships for the current year of enrollment, must provide the evidence of meeting the required faculty standards.⁸²

West Virginia

Faculty teaching early enrollment courses must meet the minimum faculty credential requirements as specified by the college and as approved by the department and chief academic officer of the college or university. Faculty teaching early enrollment courses are expected to participate in institutionally offered professional development activities and ongoing collegial interaction to address course content, course delivery, assessment and evaluation. The institution must assign adjunct/part-time faculty status to high school teachers teaching college courses. Employment of any early enrollment adjunct/part-time faculty must be consistent with any institutional, statewide and regional accreditation standards for employment of adjunct/part-time faculty.⁸³

Wisconsin

Not set in state policy. In practice, Early College Credit Program and Start College Now Program are taught only by college instructors, not high school instructors.

Wyoming

Yes. Responsibility for the quality of dual and concurrent enrollment courses lies with the postsecondary institution. A concurrent enrollment course (taught by high school instructor appointed adjunct faculty by a community college) must be approved by the community college as having equivalent course content, learning objectives and work assignments as an existing college course, as determined by community college faculty. The Manual of Procedures for Dual and Concurrent Enrollment Courses specifies: "College faculty members and high school teachers must engage in yearly discussions to assure use of equivalent syllabi,

assignments, and end-of-course assessments as those used in courses taught on campus. College faculty members and high school teachers must address common expectations and review student work on a regular basis. Courses must be reviewed annually to assure quality.”⁸⁴

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- ¹ For example, see An, B. P. (2013). The impact of dual enrollment on college degree attainment: Do low-SES students benefit?. *Educational Evaluation and Policy Analysis*, 35(1), 57-75.
- ² Barnett, E., & Stamm, L. (2010). *Dual enrollment: A strategy for educational advancement of all students*. Retrieved from <http://academiccommons.columbia.edu/catalog/ac:188765>
- ³ Education Commission of the States. (2018). *Dual Enrollment: Instructor and course quality component*.
- ⁴ Reflects state policies and initiatives adopted as of April 13, 2018.
- ⁵ https://www.cde.state.co.us/postsecondary/dhe_hlcfguidelines
- ⁶ Email communication with Karla Wiscombe, Kansas Board of Regents, March 30, 2018.
- ⁷ Email communication with Tari Lambert, Indiana Commission for Higher Education, April 12, 2018.
- ⁸ https://www.cde.state.co.us/postsecondary/dhe_hlcfguidelines
- ⁹ M.S.A. § 122A.61, Subd. 3.
- ¹⁰ Email communication with Maria Sauter, Nevada Department of Education, April 4, 2018; Nevada Department of Education *Consolidated Application: Title I, 1003(a) and Title IV A federal allocations Turnaround and College and Career Readiness state allocations*.
- ¹¹ NDCC, 15-10-61; <https://www.nd.gov/dpi/uploads/1387/111517DualCreditVoucher.pdf>
- ¹² W.S. § 21-7-701
- ¹³ <https://communitycolleges.wy.edu/wyoming-adjunct-professor-incentive-.aspx>
- ¹⁴ IC 20-28-9-1.5
- ¹⁵ M.S.A. § 122A.414, Subd. 2(c)(2)
- ¹⁶ Email communication with Stephanie Bernoteit and Gretchen Lohman, Illinois Board of Higher Education, March 29, 2018.
- ¹⁷ Email communication with Karla Wiscombe, Kansas Board of Regents, March 29, 2018.
- ¹⁸ M.S.A. § 120B.13, Subd. 4
- ¹⁹ Telephone conversation with Jessica Espinosa and Pakou Yang, Minnesota State system, June 9, 2017. See <http://www.minnstate.edu/board/materials/2016/november-packet-revised.pdf>
- ²⁰ Telephone conversation with Jessica Espinosa and Pakou Yang, Minnesota State system, June 9, 2017; email communication with Jessica Espinosa April 2, 2018.
- ²¹ OAC Straight A Team at Battelle for Kids; Battelle for Kids, Ohio Appalachian Collaborative, 2016-2017 OAC Straight A Annual Report: Focus on Ownership and Empowerment, <https://static.battelleforkids.org/Documents/OAC/2017-OAC-Annual-Report.pdf>
- ²² [CHANCELLOR'S PROCEDURE FOR POLICY 801.03: Admission: Dual Enrollment/Dual Credit for High School Students 12.2](#)
- ²⁹ [Arizona Revised Statute 15-1821.01 \(5\)](#)
- ²⁴ [A.C.A. § 6-16-1203\(b\)](#)
- ²⁵ [AHECB Policy 3.15 \(5\)](#)
- ²⁶ https://static.ark.org/eeuploads/adhe/ADHE_Policy_-_12-2018_for_WEB.pdf
- ²⁷ [Ed Code 76004\(h\), \(l\)](#)
- ²⁸ <https://codes.findlaw.com/co/title-22-education/co-rev-st-sect-22-35-105.html>
- ²⁹ [C.R.S.A. § 22-35-105\(2\), 22-35-104\(14\) C.R.S.A. § 22-35-104\(7\)](#)
- ³⁰ [Title 14 Education 500 Curriculum and Instruction \(2\) and 31.7](#)
- ³¹ [Fla. Admin. Code r. 6A-14.064\(2\)\(a\), \(c\), \(d\), Fla. Admin. Code r. 6A-14.064\(2\)\(h\)](#)
- ³² [F.S.A. § 1007.271\(5\)](#)
- ³³ [Fla. Admin. Code r. 6A-14.064\(2\)\(e\)](#)
- ³⁴ [Fla. Admin. Code r. 6A-14.064\(3\)\(a\)](#)
- ³⁵ [F.S.A. § 1007.271\(21\)\(j\), \(k\)](#)
- ³⁶ [IDAPA 08.02.03.007\(20\)](#)
- ³⁷ [Idaho State Board Advanced Opportunities Policy, February 2015](#)
- ³⁸ [110 ILCS 27/20](#)
- ³⁹ [23 Ill. Adm. Code 1501.507\(b\)\(11\)\(B\)](#)
- ⁴⁰ [23 Ill. Adm. Code 1009.30\(a\)\(1\) and \(2\)](#)
- ⁴¹ [IC 21-43-4-3.5 \(2\)](#)
- ⁴⁰ [IN ST 20-28-9-1.5](#)
- ⁴¹ [I.C.A. § 261E.3\(2\)](#)
- ⁴² <http://iga.in.gov/legislative/laws/2017/ic/titles/021/#21-43-4-19.2>

- ⁴³ [I.C.A. § 261E.3\(2\)](#)
- ⁴⁴ [Iowa Admin. Code 281-22.11\(7\)](#)
- ⁴⁵ [I.C.A. § 257.11\(3\)](#)
- ⁴⁶ [BOR policy manual Chapter 3, A – Academic Affairs, 13\(b\) \(iv\)](#)
- ⁴⁷ [KRS § 164.098\(3\)](#)
- ⁴⁸ [Dual Credit Policy for Kentucky Public and Participating Postsecondary Institutions and Secondary Schools](#)
- ⁴⁹ [Academic Affairs Policy 2.22, LA Board of Regents](#)
- ⁵⁰ [20-A M.R.S.A. § 6971\(4\)\(A\)\(4\)](#)
- ⁵¹ [COMAR 13B.02.03.11](#)
- ⁵² [Commonwealth Dual Enrollment Partnership](#)
- ⁵³ [M.C.L.A. 388.1664b Sec. 64b\(3\)](#)
- ⁵⁴ [M.S.A. § 124D.091, subd. 1](#)
- ⁵⁵ [Miss. Admin. Code 9-1-1:15.0 and Miss. Code Ann. § 37-15-38\(16\), \(17\)](#)
- ⁵⁶ [Sections 7.0 of CBHE Dual Credit Policy, June 3, 2015](#)
- ⁵⁷ [Mont.Admin.R. 10.57.43](#)
- ⁵⁸ [Neb. Admin. R. & Regs. Tit. 92, Ch. 21, 005.18](#)
- ⁵⁹ [N.H. Rev. Stat. § 188-E:28](#)
- ⁶⁰ [N.J.A.C. 6A:8–3.3 \(d\)](#)
- ⁶¹ [N.M. Admin. Code 6.30.7](#)
- ⁶² <http://www.nccommunitycolleges.edu/sites/default/files/numbered-memos/cc12-018.pdf>
- ⁶³ [North Dakota University System Procedures 402.3.2, Delivery of Dual-Credit College Courses](#)
- ⁶⁴ [R.C. § 3365.05\(F\), \(G\), R.C. § 3365.11, ADC 3333-1-65.4\(A\)\(3\), \(4\); R.C. § 3365.12\(A\), ADC 3333-1-65.2\(B\)\(1\), \(2\), 3333-1-65.4\(A\)\(3\)](#)
- ⁶⁵ [Oklahoma State Regents for Higher Education Policy Manual, Section 3.10.6.A.2 through 4](#)
- ⁶⁶ http://www.oregon.gov/ode/learning-options/CTE/resources/Documents/oregon_dual_credit_standards_2014.pdf
- ⁶⁷ http://www.oregon.gov/ode/learning-options/CTE/resources/Documents/sponsored-dual-credit-and-assessment-based-learning-standards_june-2016.pdf
- ⁶⁸ *Ibid.*
- ⁶⁹ [24 P.S. § 16-1604-B](#)
- ⁷⁰ [Rhode Island Board of Education Regulations for Dual Enrollment 3.2, 3.5](#)
- ⁷¹ [R.I. Admin. Code 21-2-62\(4.2.1\)](#)
- ⁷² [Code 1976 § 59-59-210\(B\)](#)
- ⁷³ [CHE Dual Enrollment Policy, “Structure and Administration of Dual Enrollment Offerings”\(A\) through \(D\), “Faculty Eligibility and Support,” \(B\) through \(F\), “Assessing Student Learning”](#)
- ⁷⁴ [BOR Dual/Concurrent Credit Administration Guidelines, rev. 12/2017](#)
- ⁷⁵ [T. C. A. § 49-15-102 \(2\)](#)
- ⁷⁶ [19 TAC 4.85\(e\), \(f\), \(g\)\(1\)](#)
- ⁷⁷ [19 TAC § 9.144\(b\); NEW: § 130.008\(g\), as amended by 2015 H.B 18](#)
- ⁷⁸ [V.T.C.A., Education Code § 30A.105\(c\)\(3\); 19 TAC § 70.1005\(a\)\(5\); V.T.C.A., Education Code § 30A.111\(c\); 19 TAC § 70.1027](#)
- ⁷⁹ [Utah Code Ann. § 53E-10-302, as amended by 2018 H.B. 237](#)
- ⁸⁰ [16 V.S.A. § 944\(c\)\(1\)](#)
- ⁸¹ [GOVERNING PRINCIPLES FOR DUAL ENROLLMENT BETWEEN VIRGINIA’S PUBLIC SCHOOLS AND THE VIRGINIA COMMUNITY COLLEGE SYSTEM, 2015](#)
- ⁸² [WAC 392-725-150](#)
- ⁸³ [W. Va. Code St. R. § 135-19-5 and 133-19-5](#)
- ⁸⁴ [W.S.1977 § 21–20–201; Wyoming Community College Commission Rules, Chapter 1, Section 3, \(o\); W.S.1977 § 21-7-701; Wyoming Community College Commission Rules, Chapter 5, Section 10, and Chapter 1, Section 6\(b\) Manual of Procedures for Dual and Concurrent Enrollment Courses \(Attachment 4\)](#)

